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ABSTRACT

This book, focusing on small-scale change in high schools, examines how successful schools effect evolutionary improvement by using what the author calls "a theory of changing." This theory integrates concepts, technical knowledge, human relations skills, and knowledge of the social psychology of the workplace. The book's three major objectives are to enlarge the knowledge base about naturally recurring small scale change in the site-managed school; to provide educators with simple operational concepts and practical techniques of effective change management within the school environment; and to assist the reader in developing one's own theory of changing, as advocated by Fullan (1991), and Sarason (1996). The eight chapters connect six primary themes to organizational literature: (1) Not only are organizations always changing, but the change is usually unnoticed; (2) change is usually effected by people doing ordinary things competently; (3) routine processes are often key levers for improvement; (4) change is unpredictable and poorly understood; (5) organizational adaptation integrates rationality, foolishness, cognition, and affect; and (6) small wins, by initiating a process for continued small wins, strengthen an organization's capacity, and ability to solve larger problems. (RIB)

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